

Study of cultural congruence in graders

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Abstract

© Medwell Journals, 2015. This study deals with the rules characteristics in normative situations of graders. We presented the results of empirical study on social situation of development of graders as a normative space expressed in the rules of social interaction. We revealed age-specific rules for normative situation and made their classification: discipline rules; rules for self-monitoring; timekeeping rules; rules of relationships with adults rules for successful learning; hygiene rules and self-care rules. Rules for successful learning improve level of discipline, self-monitoring and timekeeping. We attempted to bring the determined groups of rules into line with new formations occurred in graders which are an arbitrariness of mental processes, an internal plan of action, self-monitoring and reflection. Based on the analysis of findings, we can state that the rules regulating the behavior, activity and communication of graders are connected with the formation of new psychological new formations specific to this age. We have related the revealed rules and their classification to the general trends of development of a grader as a subject of normative situation in the context of leading learning activity.

Keywords

Cultural congruence, Grader, Normative situation, Rule, Social situation of development, Subject of culture